DOCUMENT RESUME

ED 167 565 **TM 006 299**

TITLE	SEVTC Assessment Scales for Community Integration of the Severely/Profoundly Handicapped. Part IIA. Post-Entry Monitoring Instrument. Preschool Form: Ages Birth Through Eight Years. Part IIB. Post-Entry Monitoring Instrument. Adolescent Adult Form: Ages Eight Through Late Middle Age.
INSTITUTION	Southeastern Virginia Training Center for the Mentally Retarded, Chesapeake, Va.
SPONS AGENCY	Office of Human Development (DHEW) Philadelphia, Pa. Region 3. Div. of Developmental Disabilities.
PUB DATE	77
NOTE	51p.; For related documents, see ED 137 991, TM 006 298, and 008 420 ; Not available in hard copy due to poor print quality
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Behavioral Objectives; Behavior Change; Cognitive Development; *Daily Living Skills; Institutionalized Persons; Language Development; Motor Development; *Normalization (Handicapped); Self Care Skills; *Severely Handicapped; Social Development
IDENTIFIERS	Deinstitutionalization; *SEVTC Assessment Scales for Community Integration

ABSTRACT

To promote the deinstitutionalization of mentally retarded individuals, a three-phase assessment prescription system has been developed. It conceptualizes return to the community as a series of transfers from a restrictive non-programmatic environment (phase one) through specialized short-term program-oriented rehabilitation (phase 2) to the least restrictive living alternative possible (phase 3). The Post Entry Instrument provides a detailed observation-based assessment device for measuring behavioral change and progress during phase two. It has two forms: preschool (birth-through eight years), and adolescent/adult (ages eight through late middle age). Both forms consists of five subscales: motor development, self-help, academic/cognitive, language, and socialization. Each subscale contains a hierarchy of five levels, the lowest representing characteristic behaviors of a minimally functioning individual, and the highest describing independently functioning individuals. Each item appears as a behavioral objective. Scoring depends upon the level at which the individual performs a given item: self-initiated, with verbal, modeling or physical cue; or making no response. Both forms of the Post Entry Instrument are included, along with directions for administering and scoring. (Author/CP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED167565

DRAFT COPY
NOT IN FINAL FORMAT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SEVTC ASSESSMENT SCALES FOR COMMUNITY INTEGRATION OF THE SEVERELY/PROFOUNDLY HANDICAPPED

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Kenton Reavis

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Part II A

Post-Entry Monitoring Instrument Preschool Form: Ages Birth Through Eight Years

TM006 299

This instrument has been developed and validated through a grant funded by the Office of Human Development, Department of Health, Education and Welfare, Region 3, Philadelphia, Pennsylvania, Division of Developmental Disabilities, Grant Number 51-P-15443/3-02.

For information contact:
Dr. H. Kenton Reavis, Project Director
2100 Steppingstone Square
Chesapeake, Virginia 23320

This material is not to be reproduced in any form without prior permission.

Copyright 1977.

TABLE OF CONTENTS

Introduction . . . . . *i*

Format . . . . . *ii*

Administration . . . . . *iv*

Instructions to the Observer . . . . . *v*

Scoring . . . . . *vi*

Subscales

Motor Development 1

Self-Help/Independent Living 6

Academic/Cognitive 14

Language 19

Socialization 24

Assessment Materials 29

Report-Based Items in Sequential Order 32

Recommended Guidelines for Report-Based Items 36

Answer Sheet for Paper and Pencil Items 37

Summary of Post-Entry/Preschool Scales Scores 38

Post-Entry Profile--Preschool Form 39

POST-ENTRY MONITORING INSTRUMENT

Preschool Scales

Introduction

The SEVTC Assessment Scales for Community Integration of the Severely/Profoundly Handicapped are designed as a three-phase assessment/prescription system intended to facilitate program/placement decision making for individuals with mental retardation problems. The ultimate goal of this assessment system is to promote the movement of mentally retarded persons to the least restrictive environment possible. The three-phase model underlying the Community Integration System conceptualizes return to the community as a series of successive transfers from (1) a restrictive, non-programmatic environment through (2) specialized short-term, program-oriented habilitation facilities to (3) a less restrictive community living alternative. In accordance with this model, three criterion-referenced instruments which assess competence in critical skill areas specific to readiness for community living have been developed and validated.

The Post-Entry Monitoring Instrument is the second in a series of three assessment/prescription instruments designed for individuals, agencies, and short-term facilities that are involved in preparing mentally retarded individuals for community integration. After an individual has been transferred from the sending environment to a short-term, program-oriented facility, he finds himself in an environment which emphasizes systematic exposure to teaching and training. While the Pre-Entry Screening Instrument focused on time-efficient screening and the selection of appropriate transfer candidates, the Post-Entry Monitoring Instrument provides a detailed, observation-based assessment device for measuring behavioral changes as a function of training. In addition, the Post-Entry Monitoring Instrument also serves as a monitoring device to assess

progress resulting from programmatic intervention.

After a year and a half of intensive field testing, it was found that the Post-Entry Monitoring Instrument is discriminative at the age of eight to late middle age. Younger children, however, i.e. a preschool population, frequently were not able to perform Level I behaviors or the various subscales. Consequently, it became desirable to develop a preschool form of the Post-Entry Instrument which would not only discriminate at the lower ages but which would also provide items appropriate in content for the young handicapped child. The Preschool Scales cover major developmental milestones occurring from birth to age eight.

Format

Like the Post-Entry Monitoring Instrument, the Preschool Scales rely on the observational assessment method in a criterion-referenced approach to measurement, with emphasis on identifying individual performance levels relative to a prespecified criterion. The Scales consist of five separate subscales in the following behavioral domains: Motor Development. Self-Help, Academic/Cognitive, Language, and Socialization. Each subscale contains a hierarchy of five levels, ranging from Level I, representing characteristic behaviors of the minimally functioning child, to Level V, which describes independently functioning children.

The item format is designed so that each item appears as a behavioral objective, e.g. "Putting shapes into a shape-sorting box". The item itself is followed by a descriptive paragraph containing the conditions under which the observations are to be made and clearly specified criteria for making scoring decisions. In addition to standardizing the conditions under which

the behaviors are to be observed, the cues to be used to elicit the behavior also have been standardized.

Criterion behaviors can be observed under one of the following stimulus conditions:

SI - self-initiated; i.e. the child being assessed independently performs the skill without being cued.

VC - verbal cue which is specified for each item where appropriate.

MC - modeling cue; i.e. the observer models and performs the desired behavior for the child. Modeling cues are always followed by a repetition of the verbal cue.

PC - physical cue; i.e. the observer initiates the desired behavior using physical guidance. This type of cueing is often referred to as graduated guidance training. Again, the physical cue is always followed by a repetition of the verbal cue.

N - no response; i.e. the child fails to make an observable response even after the behavior has been initiated for him.

By the time a child has progressed to Level IV, physical cues are less frequently employed. The rationale behind this is that the higher levels of functioning indicate greater readiness for "normal" living, which typically requires responsiveness to verbal or visual cues without additional prompting. While modeling and physical cueing are an integral part of a training environment, they usually are not given outside of a teaching context. Therefore, at Level V, most responses are recorded as "all or none" behaviors.

Although the majority of the items appearing in the Preschool Scales are assessed by direct observation, some items are scored on the basis of indirect reports gathered from a person such as a parent or teacher who has a thorough knowledge of the child being assessed and has worked with him for a minimum of at least three months. Interviewing the parent or teacher is necessary for items such as "assumes responsibility" (Socialization, Level V, Item 2) for which it is difficult to structure the situation so that the behavior can be directly observed while producing a valid response

at the same time. All items which are assessed on the basis of indirect report are asterisked on the test pages and are summarized on page 38 of the test book. The interview-based items may be reported by the staff member or parent as follows:

ID - Independently; i.e. the person being requested performs the behavior without being cued.

WR - When requested, i.e. the person performs the behavior when he is asked to do so.

WA - With assistance, i.e. the person performs the behavior when helped by a staff member or parent.

N - No response.

To facilitate the flow of the assessment process, it is recommended that the asterisked items be bypassed initially and that the observer arranges for the information on the report-based items after his own observations have been completed. Specific guidelines for administering the report-based items are found on page 36 of this book.

Administration

The Preschool Scales rely primarily on direct observation of the child in question and, therefore, require his active participation in the assessment process. A number of items on the five subscales require additional assessment materials. Most of these are objects commonly used in training and teaching environments. It is important, however, that the assessment materials used are appropriate in size for the child's age. For example, when testing the ability of a three-year old to handle fork and knife, children's eating utensils should be used. Page 29 of the test book presents a list of the required materials by subscale, level, and item number. Although users of the Preschool Scales are encouraged to experiment with these instructional materials, once a set of materials has been decided upon, it

should be used with all children since, there is reason to believe that different types of assessment materials will lead to qualitatively different responses.

Instructions for the Observer

The observer should always introduce himself or herself to the child and spend a few minutes in informal conversation with him. During the observation the child should be addressed by his first name when he is requested to perform specific behaviors. Since many of the tasks appearing on the subscales may appear strange or odd to the child, he should be told something like the following by the observer:

> "I want you to do a lot of things for me today that you may think are silly. Please do them anyway so I can see how many things you can do well."

A statement along this line will help to put the child at ease and will help to create a rapport between the child being observed and the observer.

The observer needs to be particularly attentive during the initial minutes of the assessment process. (Especially social behaviors such as smiling when the observer introduces himself or reacting to him as a stranger should be noted.)

It is also important that the observer does not deviate from guidelines established for each item so that the standardized administration of each item is guaranteed. In the case of behaviors which the child may perform on his own initiative without being cued, it is recommended that the observer wait a few moments, allowing the child to make the response independently, before using the verbal cue.

All modeling cues are followed by a verbal cue. When making the verbal request, the observer stresses in his speech the fact that the child is now

to perform the skill. For example, in the case of an item such as copying a circle, the observer, after having drawn a circle, might say, "Now (name), you draw a circle."

Successful performance of a behavior should be followed by praise. This is the only type of verbal feedback to be given by the observer. Although the observer may think negative comments are warranted by an extremely poor performance, he should refrain from such comments and amply praise commendable output.

Scoring

The observer scores each response directly on the test page. Depending upon the level at which the child performs a given behavior (self-initiated, with verbal, modeling, or physical cue or making no response), the observer blackens the appropriate circle under each item to indicate the performance level, based on the type of cue required to elicit the criterion behavior. The score associated with each performance level appears directly below the circle. Under some items, black circles appear because a given cue does not apply to a certain behavior. For example, for the item "demanding personal attention" a physical cue cannot be given, and hence the corresponding circle remains blank.

To arrive at the total score for a given level, the scores corresponding to each circle checked are added, and the total number is entered in the box labeled "Level Score" at the bottom of each page. To qualify for a given level, the number of items to be passed within a given level has to be determined. It must be emphasized that the criterion for qualifying for a given level of functioning has to be specified in advance and must be uniformly employed.

Finally, by adding all the scores obtained for each individual level, a total score is computed for the subscale representing the total skill competency. The total score for each developmental area is then entered in the box provided on each Level V page. Finally the total score for each subscale may be plotted on a graph, which will yield the individual's Post-Entry Profile. A profile sheet is provided in the back of the test booklet (page 39). Also included is a separate answer sheet for all paper and pencil items which appears on page 37.

The scores derived from the Preschool Scales are intended to be interpreted in a flexible manner rather than as abstract numbers. For example, a child obtaining a score of 45 on the Motor Development subscale is best described in terms of the motor skills he has mastered (i.e. he can sit, stand, walk, jump) and in terms of the motor programs which need to be implemented for him to reach the next higher level of functioning (i.e. programs for teaching the child to run, climb, catch a ball, etc.).
Page 38 of the test book gives an example of how the scores of the Preschool Scales may be summarized.

The Preschool Scales may be used for baseline as well as for monitoring assessments. In the case of baseline testing, the observations commence at Level I, Item 1 of each subscale. Observations are continued upward until three consecutive items are failed, and the observer resumes his observations on the next subscale. In the second case, the Preschool Scales are employed in monitoring the acquisition of skills on a specific subscale such as motor development and language. Finally, the Preschool Scales, in addition to maintaining up-to-date behavioral records, provide a potential tool for program evaluation when they are used to compare the assessment of the child's status before programmatic intervention (pre-test) and the assessment of his status following the application of programmatic intervention (post-test). Facilitating

programmatic decisions, evaluating training programs, and providing a data collection tool for diagnostic observation, then, are examples of the practical applications of the Preschool Scales for professionals, paraprofessionals, and various agencies involved in preparing mentally retarded children for living in less restrictive environments.

MOTOR DEVELOPMENT

LEVEL I

1. REACHING FOR AN OBJECT

(VC) (MC) (PC) (N)
4 3 2 0

Place a cookie within reach of the child.
VC: *"Get the cookie."*
MC: Move your hand toward the cookie; repeat VC.
PC: Take the child's hand, guide it toward the cookie, repeat VC.
REACHING FOR THE COOKIE CONSTITUTES CRITERION PERFORMANCE.

2. ROLLING OVER

(VC) (MC) (PC) (N)
4 3 2 0

The child is lying on his back.
VC: *"Roll over on your tummy."*
MC: Lie on your back and then roll over; repeat VC.
PC: Place child in supine or prone position; repeat VC.
ROLLING FROM FRONT TO BACK OR BACK TO FRONT CONSTITUTES CRITERION PERFORMANCE.

3. PULLING SELF TO STAND

(VC) (MC) (PC) (N)
4 3 2 0

Sit the child on the floor near a chair, table or yourself. Hold out your hands.
VC: *"Stand up."* (Hold the toy or cookie within reach of his standing position.)
MC: Sit on the chair or floor and use the table or chair to pull yourself to a stand; repeat VC.
PC: Place the child's hands on the prop; repeat VC.
STANDING FOR 30 SECONDS WITH SUPPORT CONSTITUTES CRITERION PERFORMANCE.

4. PUSHING THE BALL FORWARD

(VC) (MC) (PC) (N)
4 3 2 0

Sit on the floor with the child or sit at a table with the child. Hand the child a tennis ball.
VC: *"Push the ball to me."*
MC: Take the ball and push it toward the child; repeat VC.
PC: Give the child the ball. Take his hand and guide it to the ball; repeat VC.
PUSHING THE BALL FORWARD AND LETTING IT GO CONSTITUTES CRITERION PERFORMANCE.

5. BANGING THE SPOON

(VC) (MC) (PC) (N)
4 3 2 0

Place the child's hand around the spoon handle.
VC: *"Make noise with the spoon."*
MC: Take the spoon yourself and hit the floor (or table) five times; repeat VC.
PC: Place the child's hand around the spoon handle and hit the floor (or table) twice; repeat VC.
BANGING THE SPOON ONCE UNASSISTED CONSTITUTES CRITERION PERFORMANCE.

 LEVEL I MOTOR DEVELOPMENT SCORE ☐

MOTOR DEVELOPMENT

LEVEL II

1. PICKING UP A BLOCK

(VC) (MC) (PC) (N)
4 3 2 0

The child is seated. Place a block in front of him, on the floor or on a table.
VC: *"Pick up the block."*
MC: Pick up the block with one hand OR place your hand over the block and lift it up; repeat VC.
PC: Take the child's hand and place it over the block; repeat VC.
LIFTING ONE BLOCK WITH EITHER OR BOTH HANDS CONSTITUTES CRITERION PERFORMANCE.

2. SITTING WITHOUT SUPPORT

(VC) (MC) (PC) (N)
4 3 2 0

VC: *"Sit on the floor until I say 'get up'."*
MC: Sit down on the floor; repeat VC.
PC: Place the child in a sitting position on the floor; repeat VC.
REMAINING SEATED FOR 30 SECONDS CONSTITUTES CRITERION PERFORMANCE.

3. CRAWLING

(VC) (MC) (PC) (N)
4 3 2 0

Place a barrier, i.e. table or chair, for the child to crawl under.
VC: *"Come to me." or "Crawl to me."*
MC: Get on the floor on your hands and knees and crawl about four feet; repeat VC.
PC: Assist the child to crawling position on the floor, crouch in front; repeat VC.
CRAWLING (IN ALTERNATING PATTERN) FOR THREE FEET CONSTITUTES CRITERION PERFORMANCE.

4. ROLLING THE BALL

(VC) (MC) (PC) (N)
4 3 2 0

Ask the child to sit on the floor and hand him a tennis ball.
VC: *"Roll the ball to me."*
MC: Pick up the ball and roll it forward; repeat VC.
PC: Sit behind the child and place his hand over the ball; repeat VC.
ROLLING THE BALL TWO FEET CONSTITUTES CRITERION PERFORMANCE.

5. GRASPING THUMB AND FOREFINGER

(VC) (MC) (PC) (N)
4 3 2 0

The child is seated at the table with raisins in front of him.
VC: *"Pick up the raisin."*
MC: Place your thumb and forefinger over the raisin and pick it up. Return the raisin to the table; repeat VC.
PC: Guide the child's thumb and forefinger to the raisin; repeat VC.
PICKING UP THE RAISIN USING THUMB/FOREFINGER CONSTITUTES CRITERION PERFORMANCE.

LEVEL II MOTOR DEVELOPMENT SCORE ☐

MOTOR DEVELOPMENT

LEVEL III

1. MAKING MARKS WITH A PENCIL

(VC) (MC) (PC) (N)
4 3 2 0

The child is seated at the table with paper and pencil in front of him.
VC: *"Write with this pencil."*
MC: Make some marks with the pencil; repeat VC.
PC: Guide the child's hands to pick up the pencil and place it on the paper; repeat VC.
PRODUCING ANY MARKS ON THE PAPER CONSTITUTES CRITERION PERFORMANCE.

2. GETTING DOWN FROM AN ADULT CHAIR

(VC) (MC) (PC) (N)
4 3 2 0

Place the child in a standing position on an adult chair.
VC: *"Get down from the chair."*
MC: Stand on the chair, then get down; repeat VC.
PC: Place the child in the chair then guide him out of it; repeat VC.
CLIMBING DOWN FROM THE CHAIR CONSTITUTES CRITERION PERFORMANCE.

3. WALKING ALONE

(VC) (MC) (PC) (N)
4 3 2 0

VC: *"Walk to me."*
MC: Walk six steps forward; repeat VC.
PC: Place your hand on the child's right leg and move it forward from behind; repeat VC.
WALKING FOUR STEPS CONSTITUTES CRITERION PERFORMANCE.

4. THROWING THE BALL

(VC) (MC) (PC) (N)
4 3 2 0

Hand the child a tennis ball.
VC: *"Throw the ball. Throw it to me."*
MC: Take the ball and throw it near the child; repeat VC.
PC: Place the child's hand over the ball and move his arm backward; repeat VC.
PUSHING ARM FORWARD AND RELEASING THE BALL CONSTITUTES CRITERION PERFORMANCE.

5. BUILDING A TOWER WITH BLOCKS

(VC) (MC) (PC) (N)
4 3 2 0

The child is seated at the table with six blocks in front of him.
VC: *"Build a tower with these blocks."*
MC: Make a tower by placing three blocks on top of each other; repeat VC.
PC: Place one block in front of the child. Put his hand over the second block; repeat VC.
MAKING A TOWER OF THREE BLOCKS CONSTITUTES CRITERION PERFORMANCE.

MOTOR DEVELOPMENT

LEVEL IV

1. TURNING THE PAGES OF A BOOK

(VC) (MC) (PC) (N)
4 3 2 0

The child is seated at the table with a book with animal pictures in front of him.
VC: *"Find the (DOG) in this book."*
MC: Turn two pages to the (DOG) picture; repeat VC.
PC: Place the child's hands on the corner of the book; repeat VC.
TURNING ONE PAGE CONSTITUTES CRITERION PERFORMANCE.

2. STANDING ON ONE FOOT

(VC) (MC) (PC) (N)
4 3 2 0

VC: *"Stand on one foot until I say stop."*
MC: Balance on one foot for 30 seconds; repeat VC.
PC: Kneel behind the child, touch his left leg and lift it off the floor; repeat VC.
BALANCING ON ONE FOOT FOR 15 SECONDS CONSTITUTES CRITERION PERFORMANCE.

3. RUNNING

(VC) (MC) (PC) (N)
4 3 2 0

Stand ten feet from the child.
VC: *"Run to me."*
MC: Run ten feet, return to the child; repeat VC.
RUNNING TEN FEET WITHOUT FALLING CONSTITUTES CRITERION PERFORMANCE.

4. THROWING A BALL AT TARGET

(VC) (MC) (PC) (N)
4 3 2 0

Mount the 12 inch circle target contained in the kit on the wall. Ask the child to stand six feet from the wall and hand him a tennis ball.
VC: *"Throw the ball at the circle on the wall."*
MC: Take the ball and throw it at the wall hitting the circle; repeat VC.
PC: Take the child's hand, place it on the ball and move his arm backward; repeat VC.
HITTING THE CIRCLE ON THE WALL TWO OUT OF THREE TIMES CONSTITUTES CRITERION PERFORMANCE.

5. ROLLING CLAY

(VC) (MC) (PC) (N)
4 3 2 0

The child is seated at the table with play dough in front of him.
VC: *"Make a hot dog with this clay."*
MC: Roll the clay to the shape of a hot dog; repeat VC.
PC: Place the child's hands on the clay and move his hand(s) back and forth in a rolling motion; repeat VC.
ROLLING CLAY INTO A HOT DOG SHAPE CONSTITUTES CRITERION PERFORMANCE.

LEVEL IV MOTOR DEVELOPMENT SCORE ☐

MOTOR DEVELOPMENT

LEVEL V

1. PICKING UP THE THREAD

(VC) (MC) (PC) (N)
4 3 2 0

The child is seated at the table with a piece of thread in front of him.
VC: *"Pick up the thread."*
MC: Pick up the thread; repeat VC.
PC: Place the child's hand over the thread; repeat VC.
PICKING UP THE THREAD CONSTITUTES CRITERION PERFORMANCE.

2. HOPPING ON ONE FOOT

(VC) (MC) (PC) (N)
4 3 2 0

VC: *"Hop on your foot."*
MC: Hop ten times; repeat VC.
PC: Get the child to balance on one foot, then hold his hands; repeat VC.
HOPPING FOUR TIMES IN SUCCESSION CONSTITUTES CRITERION PERFORMANCE.

3. SKIPPING FEET ALTERNATING

(VC) (MC) (PC) (N)
4 3 2 0

VC: *"Skip from _____ to _____."*
MC: Skip forward using alternate feet; repeat VC.
SKIPPING TEN FEET USING ALTERNATE FEET CONSTITUTES CRITERION PERFORMANCE.

4. CATCHING THE BOUNCED BALL

(VC) (MC) (PC) (N)
4 3 2 0

Bounce a tennis ball standing six feet away from the child.
VC: *"Catch the ball."*
MC: Bounce the ball in front of yourself and catch it; repeat VC.
PC: Stand behind the child and let the ball bounce in front of him; repeat VC.
CATCHING THE BALL WITH TWO HANDS ON ONE OF THREE TRIALS CONSTITUTES CRITERION PERFORMANCE.

5. PUTTING PEGS IN HOLES

(VC) (MC) (PC) (N)
4 3 2 0

Place the pegs and the board in front of the child who is seated at the table.
VC: *"Put the pegs in the holes.*
MC: Put two pegs in the holes; repeat VC.
PC: Place the child's hands over one peg and guide it over the hole; repeat VC.
PLACING ALL PEGS IN HOLES CONSTITUTES CRITERION PERFORMANCE.

LEVEL V MOTOR DEVELOPMENT SCORE ☐

TOTAL MOTOR DEVELOPMENT SCORE ☐

SELF-HELP/INDEPENDENT LIVING

LEVEL I

1. RETAINING SEMI-SOLID FOOD

(SI) (O) (O) (N)
4 0

Observe the child being fed. RETAINING SEMI-SOLID FOOD SUCH AS CEREAL OR APPLE-SAUCH WITHOUT SPITTING OR DROOLING CONSTITUTES CRITERION PERFORMANCE.

2. DRINKING FROM A CUP WHEN HELD

(SI) (O) (O) (N)
4 0

Bring a cup of liquid to the child's lips. DRINKING FROM THE CUP HELD BY THE OBSERVER WITHOUT MUCH SPILLING CONSTITUTES CRITERION PERFORMANCE. The item may also be passed if the parent or caretaker reports that the child drinks from a cup when it is being held.

3. TAKING OFF CLOTHES (untying and unbuttoning excluded)

(VC) (MC) (PC) (N)
4 3 2 0

The child is seated on a chair.
VC: *"Pull off your shoe (mitten, pants, cap)."*
MC: Take off your shoes and socks; repeat VC.
PC: Place the child's hands over the heel of his shoes; repeat VC.
PULLING OFF ONE OF THESE ITEMS OF CLOTHING CONSTITUTES CRITERION PERFORMANCE.

4. ACKNOWLEDGING RUNNING NOSE*

(ID) (WR) (O) (N)
4 3 0

The item is passed if the parent or caretaker reports that the child acknowledges a running nose by wiping his nose with sleeves, hand or arm.

5. MAINTAINING DRY PANTS/DIAPERS*

(ID) (O) (O) (N)
4 0

The item is passed if the parent or caretaker reports that the child maintains dry pants or diapers for a minimum of two hours.

LEVEL I SELF-HELP/INDEPENDENT LIVING SCORE ☐

*Item is assessed on the basis of the report of the parent/caretaker.

SELF-HELP/INDEPENDENT LIVING

LEVEL II

1. FINGER FEEDS SELF

(VC) (MC) (PC) (N)
4 3 2 0

The child is seated in a highchair or at the table with several crackers in front of him.

VC: *"Have a cracker."*
MC: Take one cracker and eat it; repeat VC.
PC: Place the child's hand over the cracker; repeat VC.

FEEDING SELF AT LEAST ONE CRACKER CONSTITUTES CRITERION PERFORMANCE.

2. DRINKING FROM CUP ALONE WITHOUT SPILLING

(VC) (MC) (PC) (N)
4 3 2 0

Hand the child a cup halfway filled with juice or soft drink.

VC: *"Drink your _____."*
MC: Bring a second cup filled with liquid to your mouth and take a sip; repeat VC.
PC: Place the child's hand around the handle of the cup; repeat VC.

BRINGING CUP TO THE MOUTH AND DRINKING WITHOUT MUCH SPILLING CONSTITUTES CRITERION PERFORMANCE.

3. PULLING OFF SOCKS

(VC) (MC) (PC) (N)
4 3 2 0

The child is seated on a chair with his socks on.

VC: *"Take your socks off."*
MC: Take your socks off; repeat VC.
PC: Place the child's thumb and index finger into the back of the sock; repeat VC.

PULLING OFF ONE SOCK CONSTITUTES CRITERION PERFORMANCE.

4. BLOWING NOSE ON REQUEST

(VC) (MC) (PC) (N)
4 3 2 0

Hand the child a piece of tissue paper.

VC: *"Blow your nose."*
MC: Blow your nose; repeat VC.
PC: Guide the child's hand with tissue paper over his nose; repeat VC.

BLOWING NOSE INTO THE TISSUE PAPER CONSTITUTES CRITERION PERFORMANCE.

5. HAVING BOWEL CONTROL*

(SI) (O) (O) (N)
4 0

The item is passed if the parent or caretaker reports that the child has control over his bowel movements.

LEVEL II SELF-HELP/INDEPENDENT LIVING SCORE ☐

*Item is assessed on the basis of the report of the parent/caretaker.

SELF-HELP/INDEPENDENT LIVING

LEVEL III

1. EATING WITH A SPOON

(VC) (MC) (PC) (N)
4 3 2 0

Put a little semi-solid food on a teaspoon.
VC: *"Eat your _____ (cereal, applesauce)."*
MC: Bring the teaspoon to your mouth and eat the semi-solid food; repeat VC.
PC: Place the child's hand over the handle of the spoon; repeat VC.
EATING FROM THE SPOON WITHOUT SPILLING CONSTITUTES CRITERION PERFORMANCE.

2. DRINKING FROM SOFT DRINK CAN/BOTTLE

(VC) (MC) (PC) (N)
4 3 2 0

Give the child a soft drink can or bottle.
VC: *"Drink your _____."*
MC: Bring the soft drink can or bottle to your mouth and take a sip; repeat VC.
PC: Place the child's hand around the soft drink can or bottle; repeat VC.
DRINKING FROM THE SOFT DRINK CAN OR BOTTLE WITH LITTLE OR NO SPILLING CONSTITUTES CRITERION PERFORMANCE.

3. PUTTING ON SIMPLE GARMENTS (pants, briefs, or other pull-on garments up to waist)

(VC) (MC) (PC) (N)
4 3 2 0

VC: *"Put on your pants."*
MC: Put on a pair of pants; repeat VC.
PC: Place the child's hand at the waistband of his pants; repeat VC.
PULLING ON ONE CLOTHING ITEM CONSTITUTES CRITERION PERFORMANCE.

4. WASHING HANDS AND FACE

(VC) (MC) (PC) (N)
4 3 2 0

Take the child into the bathroom and hand him a piece of soap. Turn on the water.
VC: *"Wash your hands and face."*
MC: Wash your hands, rinse the soap and return it to the child; repeat VC.
PC: Place the soap in the child's hands and guide them under the running water; repeat VC.
WASHING HANDS AND FACE USING SOAP AND WATER CONSTITUTES CRITERION PERFORMANCE.

5. VERBALIZING TOILET NEEDS CONSISTENTLY*

(SI) (O) (O) (N)
4 0

The item is passed if the parent or caretaker reports that the child communicates his toilet needs either verbally or by gestures and rarely has daytime accidents.

LEVEL III SELF-HELP/INDEPENDENT LIVING SCORE ☐

*Item is assessed on the basis of the report of the parent/caretaker.

SELF-HELP/INDEPENDENT LIVING

LEVEL IV

1. EATING WITH A FORK

(VC) (MC) (PC) (N)
4 3 2 0

Place a plate with a piece of solid food cut into bite-size pieces in front of the child. Hand him the fork.

VC: *"Eat your food with the fork."*
MC: Spear one piece of food on the fork and bring it to your mouth; repeat VC.
PC: Place the child's hand over the handle of the fork and guide it to the food; repeat VC.

EATING WITH THE FORK CONSTITUTES CRITERION PERFORMANCE.

2. GETTING A DRINK UNASSISTED*

(ID) (WR) (O) (N)
4 3 0

The item is passed if the parent or caretaker reports that the child can get his own drink without help in his familiar environment.

3. BUTTONING

(VC) (MC) (PC) (N)
4 3 2 0

Put on the child's coat.

VC: *"I want you to close one button for me."*
MC: Button one button and unbutton it again; repeat VC.
PC: Place the child's hand over the button and bring it close to the buttonhole; repeat VC.

CLOSING ONE BUTTON ON THREE CONSECUTIVE TRIALS CONSTITUTES CRITERION PERFORMANCE.

4. TAKING BATH*

(ID) (WR) (WA) (N)
4 3 2 0

The item is passed if the parent or caretaker reports that the child takes a bath with minimal assistance. Criterion performance includes washing, rinsing soap off and using towel to dry face and body.

5. USING BATHROOM WITHOUT ASSISTANCE*

(ID) (WR) (O) (N)
4 3 2 0

The item is passed if the parent or caretaker reports that the child completely takes care of himself at the toilet. Criterion performance includes going to the toilet without being reminded, wiping clean and washing hands.

LEVEL IV SELF-HELP/INDEPENDENT LIVING SCORE ☐

*Item is assessed on the basis of the report of the parent/caretaker.

SELF-HELP/INDEPENDENT LIVING

LEVEL V

1. CUTTING WITH A KNIFE

(VC) (MC) (PC) (N)
4 3 2 0

Place a piece of solid food in front of the child. Hand him a fork and knife.
VC: *"Cut the _____."*
MC: Cut a piece of food, return the fork and knife to the child; repeat VC.
PC: Place the fork and knife in the child's hands and guide them over the plate; repeat VC.
CUTTING ONE PIECE OF FOOD ON THREE CONSECUTIVE TRIALS CONSTITUTES CRITERION PERFORMANCE.

2. POURING FROM PITCHER

(VC) (MC) (PC) (N)
4 3 2 0

The child is standing in front of a table with a pitcher and a cup.
VC: *"Pour some water from the pitcher into the cup for me."*
MC: Take the pitcher, pour a little water into the cup; repeat VC.
PC: Place the child's hand over the handle of the pitcher; repeat VC.
POURING WATER FROM THE PITCHER INTO THE CUP WITH LITTLE OR NO SPILLING CONSTITUTES CRITERION PERFORMANCE.

3. TYING SHOE LACES

(VC) (MC) (PC) (N)
4 3 2 0

Untie the child's shoelaces or give him one shoe with the laces untied.
VC: *"Tie your shoelaces."*
MC: Form a bow with the shoelaces and untie them again; repeat VC.
PC: Place the child's hand over the shoelaces; repeat VC.
TYING THE SHOELACES INTO A FAIRLY TIGHT BOW CONSTITUTES CRITERION PERFORMANCE.

4. BRUSHING TEETH

(VC) (MC) (PC) (N)
4 3 2 0

Take the child into the bathroom and give him his toothbrush and toothpaste.
VC: *"Brush your teeth."*
MC: Squeeze some toothpaste on the brush; repeat VC.
PC: Place the toothbrush with the toothpaste into the child's hand; repeat VC.
BRUSHING TEETH INCLUDING SQUEEZING TOOTHPASTE ON BRUSH AND RINSING MOUTH CONSTITUTES CRITERION PERFORMANCE.

5. ASKING FOR LOCATION OF BATHROOM IN UNFAMILIAR ENVIRONMENT*

(ID)	(O)	(O)	(N)
4			0

The item is passed if the parent or caretaker reports that the child asks for the location of the bathroom when visiting friends or frequenting restaurants.

LEVEL V SELF-HELP/INDEPENDENT LIVING SCORE ☐

TOTAL SELF-HELP/INDEPENDENT LIVING SCORE ☐

*Item is assessed on the basis of the report of the parent/caretaker.

ACADEMIC/COGNITIVE

LEVEL I

1. REACTING TO SIGHT OF TOY

(SI) (O) (O) (N)

4 0

Dangle a colorful toy (ring, cube, small plastic animal) on a string about ten inches before the child's eyes. DISPLAYING AN OBSERVABLE REACTION CONSTITUTES CRITERION PERFORMANCE.

2. TURNING HEAD TO LOOK FOR DROPPING OBJECT

(SI) (O) (O) (N)

4 0

Hold a spoon over the edge of a table while the child is observing. Then let the spoon suddenly drop with a noise on the floor. TURNING HIS HEAD AFTER THE DROPPING SPOON ON ONE OF THREE CONSECUTIVE TRIALS CONSTITUTES CRITERION PERFORMANCE.

3. UNCOVERING TOY

(SI) (O) (O) (N)

4 0

Place a small toy (rattle, car, toy animal) on the table in front of the child and cover it with a towel or handkerchief while the child is watching. SPONTANEOUSLY UNCOVERING THE TOY CONSTITUTES CRITERION PERFORMANCE.

4. PLAYING PAT-A-CAKE*

(ID) (WR) (O) (N)

4 3 0

The item is passed if the parent or caretaker reports that the child plays such games as pat-a-cake, so-big, or bye-bye.

5. RESPONDING TO "NO-NO"*

(ID) (O) (O) (N)

4 0

The item is passed if the parent or caretaker reports that the child inhibits undesirable activities when requested to do so.

LEVEL I ACADEMIC/COGNITIVE SCORE ☐

*Item is assessed on the basis of the report of the parent/caretaker.

ACADEMIC/COGNITIVE

LEVEL II

1. LOOKING AT PICTURES

(VC) (MC) (PC) (N)

4 3 0

Place a picture of a dog in front of the child.
VC: *"See the dog."*
MC: Point to the picture; repeat VC.
LOOKING SPECIFICALLY AT THE PICTURE OR DISPLAYING SOME OBSERVABLE SIGN OF RECOGNITION CONSTITUTES CRITERION PERFORMANCE.

2. RESPONDING TO OWN NAME IN GROUP SITUATION*

(ID) (O) (O) (N)

4 0

The item is passed if the parent or caretaker reports that the child displays an observable reaction when called upon in a group situation.

3. SQUEEZING A SQUEAK TOY

(VC) (MC) (PC) (N)

4 3 2 0

The child is seated at the table with a squeak toy placed in front of him.
VC: *"Make the _____ squeak."*
MC: Gently squeeze the toy three times; repeat VC.
PC: Place the child's hand over the squeeze toy; repeat VC.
SQUEEZING OR HITTING THE TOY SO IT MAKES A SQUEAKY SOUND CONSTITUTES CRITERION PERFORMANCE.

4. LOOKING FOR TOYS IN CORRECT PLACE

(VC) (MC) (O) (N)

4 3 0

Place a toy or other small object into a hinged box and close the lid.
VC: *"_____, get the toy."*
MC: Open the box, remove the toy, put it back into the box, and close the cover; repeat VC.
REMOVING THE COVER AND RETRIEVING THE TOY CONSTITUTES CRITERION PERFORMANCE.

5. DISCRIMINATING OBJECTS

(VC) (MC) (O) (N)

4 3 0

Place the following items in front of the child: cup, plate, ball, spoon, doll.
VC: *"Give me the cup."* (repeat for remaining items)
MC: Pick up the cup, label it; repeat VC for next item.
SELECTING THREE OUT OF FIVE OBJECTS CORRECTLY CONSTITUTES CRITERION PERFORMANCE.

LEVEL II ACADEMIC/COGNITIVE SCORE ☐

*Item is assessed on the basis of the report of the parent/caretaker.

ACADEMIC/COGNITIVE

LEVEL III

1. NAMING PICTURE CARDS

(VC) (MC) (PC) (N)
4 3 2 0

Put a picture card with a dog, doll, house, shoe and c'ock in front of the child.
VC: *"Show me the dog."* (repeat for remaining items)
MC: Point to the dog and say, "This is a dog"; repeat VC for doll.
NAMING FOUR OUT OF FIVE PICTURES CORRECTLY CONSTITUTES CRITERION PERFORMANCE.

2. RESPONDING CORRECTLY TO REQUESTS

(VC) (O) (O) (N)
4 0

VC: *"Give me the doll. ("Put the spoon into the cup; put the pencil on the book.")*
RESPONDING TO TWO OF THE THREE REQUESTS CORRECTLY CONSTITUTES CRITERION PERFORMANCE.

3. RECOGNIZING SELF IN SNAP SHOTS*

(ID) (O) (O) (N)
4 0

Show the child several photographs which picture the child among relatives or friends.
VC: *"Can you show me (child's name) ?"*
RECOGNIZING HIMSELF IN ONE OF THREE PHOTOGRAPHS CONSTITUTES CRITERION PERFORMANCE.

4. LISTENING TO MUSIC*

(ID) (WR) (0) (N)
4 3 0

The item is passed if the parent or caretaker reports that the child listens to musical instruments or record players.

5. KNOWING OWN SEX

(VC) (MC) (0) (N)
4 3 0

VC: *"What are you, a boy or a girl?"*
MC: Say, "I am a girl, what are you?"
IDENTIFYING SELF AS BOY OR GIRL CONSTITUTES CRITERION PERFORMANCE.

LEVEL III ACADEMIC/COGNITIVE ☐

*Item is assessed on the basis of the report of the parent/caretaker.

ACADEMIC/COGNITIVE

LEVEL IV

1. NAMING PRIMARY COLORS

(VC) (MC) (O) (N)
4 3 0

Show the child the following colors (paper or blocks) one at a time: red, green, blue, yellow, black, white. For each color say:

VC: *"What color is this?"*
MC: Hold up the red color and say, "This is red"; repeat VC for green.

NAMING FOUR OUT OF EIGHT COLORS CORRECTLY CONSTITUTES CRITERION PERFORMANCE.

2. IDENTIFYING BASIC SHAPES

(VC) (MC) (O) (N)
4 3 0

Place the following shapes, one at a time, in front of the child: circle, square, triangle, rectangle. Hold up the circle.

VC: *"What shape is this?"* (repeat for remaining shapes)
MC: Hold up the circle and say, "This is a circle"; repeat VC for triangle.

NAMING THREE OUT OF FOUR SHAPES CORRECTLY CONSTITUTES CRITERION PERFORMANCE.

3. COUNTING FOUR BLOCKS

(MC) (VC) (O) (N)
4 3 0

Place six blocks in front of the child.

VC: *"Give me four blocks."*
MC: Place two blocks in front of yourself; repeat VC.

SEPARATING FOUR BLOCKS FROM SIX BLOCKS CONSTITUTES CRITERION PERFORMANCE.

4. SAYING ALPHABET BY ROTE

(VC) (MC) (O) (N)
4 3 0

VC: *"Tell me the letters in the alphabet from A to Z."*
MC: Begin calling out the letters from A to G and say, "Now you finish the alphabet."

SAYING THE ALPHABET BY ROTE WITHOUT SKIPPING MORE THAN FIVE LETTERS CONSTITUTES CRITERION PERFORMANCE.

5. COMPLETING SEVEN-PIECE PUZZLE

(VC) (MC) (O) (N)
4 3 0

The child is seated at the table with a random array of puzzle pieces in front of him.

VC: *"Put the pieces together so that they make a picture."*
MC: Put the pieces of puzzle together and randomly rearrange them on the table; repeat VC.

COMPLETING THE PUZZLE CONSTITUTES CRITERION PERFORMANCE.

LEVEL IV ACADEMIC/COGNITIVE SCORE ☐

ACADEMIC/COGNITIVE

LEVEL V

1. RECOGNIZING SIMPLE FOODS

(VC) (MC) (O) (N)
4 3 0

Show the child pictures of the following food types: meat, fruits, vegetables, milk, bread. For each food type say:

VC: *"What type of food is this?"*

MC: Hold up the picture with the meat and say, "This is meat"; repeat VC for fruits.

IDENTIFYING THREE OF THE FIVE FOODS CORRECTLY CONSTITUTES CRITERION PERFORMANCE.

2. GIVING HOME ADDRESS

(VC) (MC) (O) (N)
4 3 0

VC: *"Tell me where you live."*

MC: Say, "I live at _____; where do you live?"

TELLING WHERE HE LIVES BY GIVING AT LEAST THE STREET AND NUMBER CONSTITUTES CRITERION PERFORMANCE.

3. GIVING AGE AND BIRTHDAY

(VC) (MC) (O) (N)
4 3 0

VC: *"How old are you and when is your birthday?"*

MC: Say, "I am ____ years old and my birthday is ____."; repeat VC.

GIVING THE CORRECT AGE AND BIRTHDATE CONSTITUTES CRITERION PERFORMANCE.

4. GIVING FUNCTIONAL ANSWERS

(VC) (MC) (O) (N)
4 3 0

VC: *"Why do we have stoves?" (pencils, clothes)*

MC: Say, "We have stoves to cook on"; repeat VC for pencil.

GIVING ONE FUNCTIONAL RESPONSE REFLECTING USE OR PURPOSE OF THE OBJECT CONSTITUTES CRITERION PERFORMANCE.

5. UNDERSTAND NUMBERS

(VC) (MC) (O) (N)
4 3 0

VC: *"What number follows 3? (7, 9, 12)*

MC: Say, "Four follows the number three"; repeat VC for seven.

NAMING TWO CORRECT NUMBERS CONSTITUTES CRITERION PERFORMANCE.

LEVEL V ACADEMIC/COGNITIVE SCORE ☐

TOTAL ACADEMIC/COGNITIVE SCORE ☐

LANGUAGE

LEVEL I

1. RESPONDING TO SOUND OF RATTLE

(SI) (O) (O) (N)
4 0

Shake the rattle with several rapid strokes several inches away from the child's ear. MAKING AN OBSERVABLE RESPONSE TO THE SOUND CONSTITUTES CRITERION PERFORMANCE.

2. MAKING SINGLE VOWEL SOUNDS

(SI) (O) (O) (N)
4 0

Listen carefully to the child's vocal productions. PRODUCING DISTINCT SYLLABLES SUCH AS "MA, "MU", "A", "LA", ETC. CONSTITUTES CRITERION PERFORMANCE.

3. BABBLING*

(SI) (O) (O) (N)
4 0

Listen carefully to the child's vocal productions. SPONTANEOUS EMERGENCE OF VOWELS AND CONSONANTS IN A SERIES OF SYLLABLES CONSTITUTES CRITERION PERFORMANCE. The item may also be passed if the parent or caretaker reports that the child babbles.

4. SAYING "MAMA" OR "DADA"*

(SI) (O) (O) (N)
4 0

Observe if the child says ma-ma or da-da during the assessment. The item may be passed if the parent or caretaker reports that the child addresses the mother and father as ma-ma and da-da, respectively.

5. CLAPPING HANDS UPON VERBAL REQUEST

(VC) (MC) (PC) (N)
4 3 2 0

VC: *"Clap your hands."*
MC: Clap your hands, repeat VC.
PC: Bring the child's hands close together, repeat VC.

CLAPPING HANDS ONCE DURING THREE TRIALS CONSTITUTES CRITERION PERFORMANCE.

LEVEL I LANGUAGE SCORE ☐

*Item is assessed on the basis of the report of the parent/caretaker.

LANGUAGE

LEVEL II

1. RESPONDING TO OWN NAME

(VC) (O) (O) (N)
4 0

Call the child by his first name.
VC: *"Look at me, _____."*
MAKING AN OBSERVABLE RESPONSE TO OWN NAME CONSTITUTES CRITERION PERFORMANCE.

2. FOLLOWING SIMPLE COMMANDS

(VC) (MC) (O) (N)
4 3 0

VC: *"Give me the ball. ("Bring me the doll.)*
MC: Give verbal command to the caretaker and have her execute it; repeat VC.
FOLLOWING ONE OF TWO SIMPLE COMMANDS CONSTITUTES CRITERION PERFORMANCE.

3. POINTING TO ONE NAMED BODY PART

(VC) (MC) (O) (N)
4 3 0

VC: *"Show me your eyes (nose, ear, hand, foot)."*
MC: Point to your nose and say, "This is my nose", repeat VC for eyes.
POINTING TO ONE OF THE FIVE BODY PARTS CONSTITUTES CRITERION PERFORMANCE.

4. NAMING ONE OBJECT

(VC) (MC) (O) (N)
4 3 0

Display a ball, pencil, scissors, rattle in front of the child.
VC: *"What is this?"* pointing to the ball.
MC: Point to the ball and say, "This is a ball", repeat VC for pencil.
NAMING ONE OF THE FOUR OBJECTS CORRECTLY CONSTITUTES CRITERION PERFORMANCE.

5. ASKING FOR WANTS BY NAMING OBJECT*

(ID) (O) (O) (N)
4 0

The item is passed if the parent or caretaker reports that the child asks for at least three objects to make his wants known (i.e., cookie, milk, go bye-bye).

LEVEL II LANGUAGE SCORE ☐

*Item is passed on the basis of the report of the parent/caretaker.

LANGUAGE

LEVEL III

1. REFERRING TO SELF BY NAME*

(ID) (O) (O) (N)
4 0

The item is passed if the parent or caretaker reports that the child refers to himself by his first name (i.e. "Johnnie wants _____.").

2. POINTING TO FIVE BODY PARTS OF SELF OR DOLL

(VC) (MC) (O) (N)
4 3 0

Hand the child a doll.
VC: *"Show me the doll's eyes (ears, hair, mouth, tummy, hand, foot, toe)."*
MC: Point to your eyes and say; "this is my eye", repeat VC for ears.
POINTING OUT FIVE BODY PARTS CORRECTLY CONSTITUTES CRITERION PERFORMANCE.

3. ASKING FOR FOOD WHEN HUNGRY*

(ID) (O) (O) (N)
4 0

The item is passed if the parent or caretaker reports that the child asks either for food when hungry or for a drink when thirsty.

4. USES PRONOUNS (I, me)

(ID) (O) (O) (N)
4 0

Listen carefully to the child's speech. PRODUCTION OF PERSONAL PRONOUNS SUCH AS "I", "ME" (EVEN IF USED INCORRECTLY) CONSTITUTES CRITERION PERFORMANCE.

5. USING THREE-WORD SENTENCES*

(ID) (O) (O) (N)
4 0

The item is passed if the observer can note a three-word sentence produced spontaneously by the child during the assessment. The item may also be passed if the parent or caretaker reports that the child uses three-word sentences. Record sample sentences as quoted by parent or caretaker.

LEVEL III LANGUAGE SCORE [ ]

*Item is assessed on the basis of the report of the parent/caretaker.

LANGUAGE

LEVEL IV

1. NAMING COMMON OBJECTS

(VC) (MC) (O) (N)
4 3 0

Show the child the following objects: ball, pencil, cup, hat, doll, car.
VC: *"What is this?"* pointing to the ball.
MC: Point to the ball and say, "This is a ball"; repeat VC for pencil.
NAMING FOUR OBJECTS CORRECTLY CONSTITUTES CRITERION PERFORMANCE.

2. UNDERSTANDING THE PREPOSITIONS

(VC) (MC) (O) (N)
4 3 0

Place two cups on the table, one upright and one upside down.
VC: *"Put this marble in (under, behind, on, in front of) the cup."*
MC: Put the marble on top of the upright cup and say: "now, the marble is on the cup"; repeat VC for in.
PLACING THREE MARBLES CORRECTLY CONSTITUTES CRITERION PERFORMANCE.

3. FOLLOWING TWO-STAGE COMMANDS

(VC) (MC) (PC) (N)
4 3 2 0

Place a block on the floor.
VC: *"Pick up the block and put it on the table."*
MC: Pick up the block and place it on the table; return it to the floor; repeat VC.
PC: Guide the child close to the block; repeat VC.
GETTING THE BLOCK AND PLACING IT ON THE TABLE CONSTITUTES CRITERION PERFORMANCE.

4. TELLING ACTION IN PICTURES

(VC) (O) (O) (N)
4 0

Show the child the action picture contained in the kit.
VC: *"What is _____ doing?"*
DESCRIBING THE ACTION IN APPROXIMATELY FIVE TO SIX SENTENCES CONSTITUTES CRITERION PERFORMANCE. (Note: If the child answers with less than three sentences, say "Can you tell me a little bit more about it?")

5. VERBALIZING OPPOSITES

(VC) (MC) (O) (N)
4 3 0

Show the child the pictures depicting opposites contained in the kit.
VC: *"What is the opposite of big? (little; fat, thin; long, short)"*
MC: Say, "The opposite of big is small"; repeat VC for fat.
NAMING THREE OPPOSITES CORRECTLY CONSTITUTES CRITERION PERFORMANCE.

LEVEL IV LANGUAGE SCORE [ ]

LANGUAGE

LEVEL V

1. RECITING TWO NURSERY RHYMES

(VC) (MC) (O) (N)
4 3 0

VC: *"Can you say 'Mary had a little lamb' for me? (Jack and Jill, Humpty Dumpty, etc.)"*
MC: Recite 'Mary had a little lamb'; repeat VC for 'Jack and Jill'.
RECITING OR SINGING TWO NURSERY RHYMES CONSTITUTES CRITERION PERFORMANCE.

2. REPEATING THREE DIGITS

(VC) (O) (O) (N)
4 0

VC: *"I am going to say some numbers and I want you to repeat these numbers in the same order: 4-2-7; 3-5-2; 8-3-7."*
REPEATING ONE SERIES OF NUMBERS CORRECTLY CONSTITUTES CRITERION PERFORMANCE.

3. ASKING QUESTIONS

(VC) (MC) (O) (N)
4 3 0

VC: *"Ask me a question."*
MC: Say: "where did you play today"; repeat VC.
ASKING A QUESTION BEGINNING WITH WHERE, WHAT, WHY, HOW, WHO, AND WHEN CONSTITUTES CRITERION PERFORMANCE.

4. DEFINING FOUR WORDS IN TERMS OF USE

(VC) (MC) (O) (N)
4 3 0

VC: *"Tell me what a ball is (banana, pencil, cup, hat, paper)."*
MC: Say, "A ball is something to play with, a toy"; repeat VC for banana.
DEFINING FOUR WORDS CORRECTLY IN TERMS OF USE CONSTITUTES CRITERION PERFORMANCE.

5. KNOWING THE MEANING OF TWO ABSTRACT WORDS

(VC) (O) (O) (N)
4 0

VC: *"Tell me what love (hate, honesty, clever) means."*
DEFINING TWO ABSTRACT WORDS CONSTITUTES CRITERION PERFORMANCE.

LEVEL V LANGUAGE SCORE ☐

TOTAL LANGUAGE SCORE ☐

SOCIALIZATION

LEVEL I

1. SMILING SPONTANEOUSLY

(SI) (O) (O) (N)
4 0

Approach the child with a friendly greeting. SMILING BACK SPONTANEOUSLY CONSTITUTES CRITERION PERFORMANCE.

2. LAUGHING ALOUD

(SI) (O) (O) (N)
4 0

May be observed incidentally during the assessment process or the observer attempts to elicit a laugh from the child. LAUGHING ALOUD SPONTANEOUSLY OR BY STIMULATION CONSTITUTES CRITERION PERFORMANCE.

3. DISCRIMINATING STRANGERS

(SI) (O) (O) (N)
4 0

Closely observe the child during the initial moments of the interaction. SHOWING ANY DISCRIMINATIVE BEHAVIOR TO THE OBSERVER SUCH AS STARING, CRYING OR HIDING CONSTITUTES CRITERION PERFORMANCE.

4. PLAYING PEEK-A-BOO

(SI) (O) (O) (N)
4 0

Take the piece of paper with the circular center cut out contained in the kit. When the child is looking, the observer hides his face behind the paper. The observer then looks around the test form three times and says, "peek-a-boo." LOOKING TWICE IN THE DIRECTION WHERE THE OBSERVER'S FACE APPEARED BEFORE CONSTITUTES CRITERION PERFORMANCE.

5. REACHING FOR FAMILIAR PERSONS*

(SI) (O) (O) (N)
4 0

The item is passed if the parent or teacher reports that the child displays a desire for being held by familiar persons.

LEVEL I SOCIALIZATION SCORE ☐

*Item is assessed on the basis of the report of the parent/teacher.

SOCIALIZATION

LEVEL II

1. PLAYING WITH OTHER CHILDREN*

(SI) (O) (O) (N)
4 0

The item is passed if the parent or teacher reports that the child plays independently in the company of other children.

2. DEMANDING PERSONAL ATTENTION*

(SI) (O) (O) (N)
4 0

The item is passed if the parent or teacher reports that the child displays a desire to be talked to or to be around other people who focus their attention on him.

3. IMITATING SIMPLE ACTIONS

(MC) (PC) (O) (N)
4 3 0

Hand the child a doll or stuffed animal.
MC: Hug the doll or animal; repeat VC.
PC: Bring the doll or animal close to the child's face; repeat VC.
HUGGING THE DOLL OR ANIMAL CONSTITUTES CRITERION PERFORMANCE.

4. RESPONDING TO AFFECTION*

(SI) (O) (O) (N)
4 0

The item is passed if the parent or teacher reports that the child displays observable reactions to gestures of affection (hugging, being picked up, kissing).

5. INITIATING OWN PLAY ACTIVITIES*

(SI) (O) (O) (N)
4 0

The item is passed if the parent or teacher reports that the child occupies himself with toys.

LEVEL II SOCIALIZATION SCORE ☐

*Item is assessed on the basis of the report of the parent/teacher.

SOCIALIZATION

LEVEL III

1. PLAYING SIMPLE GROUP GAMES*

(ID) (WR) (O) (N)
4 3 0

The item is passed if the parent or teacher reports that the child participates in group games such as Ring Around the Rosy.

2. LISTENING TO STORIES*

(ID) (WR) (O) (N)
4 3 0

The item is passed if the parent or teacher reports that the child enjoys being read to or demands being read to.

3. HELPING TO PUT THINGS AWAY*

(ID) (WR) (O) (N)
4 3 0

The item is passed if the parent or teacher reports that the child makes an effort to keep the immediate environment tidy.

4. HELPING WITH ADULT ACTIVITIES*

(ID) (WR) (WA) (N)
4 3 2 0

The item is passed if the parent or teacher reports that the child volunteers for small household tasks (dusting, gardening, etc.).

5. UNDERSTANDING THE NEED TO TAKE TURNS*

(ID) (WR) (O) (N)
4 3 0

The item is passed if the parent or teacher reports that the child awaits his turn in social group play.

LEVEL III SOCIALIZATION SCORE ☐

*Item is assessed on the basis of the report of the parent/teacher.

SOCIALIZATION

LEVEL IV

1. PLAYING COMPETITIVE EXERCISE GAMES*

(ID) (WR) (O) (N)
4 3 0

The item is passed if the parent or teacher reports that the child engages in competitive group games such as tag, hide and seek, marbles, etc.

2. SHOWING AFFECTION FOR YOUNGER SIBLINGS OR PLAYMATES*

(ID) (O) (O) (N)
4 0

The item is passed if the parent or teacher reports that the child displays observable affection for his siblings or playmates.

3. PERFORMING FOR OTHERS*

(ID) (WR) (O) (N)
4 3 0

The item is passed if the parent or teacher reports that the child likes to show off in front of others.

4. GOING ON ERRANDS OUTSIDE THE HOUSE*

(ID) (WR) (O) (N)
4 3 0

The item is passed if the parent or teacher reports that the child can manage to go on small errands outside the house (i.e. delivering a verbal or written message to a neighbor).

5. UNDERSTANDING SHARING*

(ID) (O) (O) (N)
4 0

The item is passed if the parent or teacher reports that the child shares with others voluntarily or upon verbal request.

LEVEL IV SOCIALIZATION SCORE ☐

*Item is assessed on the basis of the report of the parent/teacher.

SOCIALIZATION

LEVEL V

1. PLAYING SIMPLE TABLE GAMES*

(ID) (WR) (WA) (N)
4 3 2 0

The item is passed if the parent or teacher reports that the child plays simple table games according to the rules such as dominoes, checkers, etc.

2. CHOOSING OWN FRIENDS*

(ID) (O) (O) (N)
4 3 0

The item is passed if the parent or teacher reports that the child selects his friends and playmates independently.

3. GETTING ALONG WELL IN SMALL GROUPS*

(ID) (O) (O) (N)
4 0

The item is passed if the parent or teacher reports that the child gets along well in a group situation.

4. EXPLORING THE NEIGHBORHOOD*

(ID) (O) (O) (N)
4 0

The item is passed if the parent or teacher reports that the child ventures out into the neighborhood without adult supervision.

5. UNDERSTANDING THE NEED FOR FAIR PLAY*

(ID) (O) (O) (N)
4 0

The item is passed if the parent or teacher reports that the child understands the need for rules of fair play.

LEVEL V SOCIALIZATION SCORE ☐

TOTAL SOCIALIZATION SCORE ☐

*Item is assessed on the basis of the report of the parent/teacher.

POST-ENTRY INSTRUMENT

Preschool Scales - Assessment Materials

MOTOR DEVELOPMENT

Level	Item	Materials Needed
I	1	cookie
I	3	table or chair
I	4	tennis ball
I	5	spoon
II	1	block
II	5	raisin
III	1	paper and pencil
III	5	six blocks
IV	1	book with animal pictures
IV	4	12-inch circle target
IV	5	play dough
V	1	piece of thread
V	5	pegboard and pegs

SELF-HELP/INDEPENDENT LIVING

Level	Item	Materials Needed
I	1	semi-solid food, i.e. cereal, applesauce
I	2	drinking cup, liquid
II	1	cracker
II	4	tissue paper
III	2	soft drink can or bottle
III	4	soap and water
IV	1	plate, piece of solid food (meat, bread, cheese)

Level	Item	Materials Needed
V	1	knife, solid food
V	2	pitcher, water
V	4	toothbrush, toothpaste

ACADEMIC/COGNITIVE

Level	Item	Materials Needed
I	1	toy, i.e. colorful ring, alphabet block, plastic animal
I	3	small toy, i.e. rattle, car, toy animal
II	1	flashcard with the picture of a dog
II	3	squeeze toy
II	4	hinged box
III	1	picture cards of a dog, house, shoe, clock
III	3	photograph of the child in a group of relatives or friends
III	4	Radio, record player or tape
IV	1	color blocks: red, green, blue, yellow, black, white
IV	2	shapes: circle, square, triangle, rectangle
IV	5	seven-piece puzzle
V	1	pictures of basic food types: meats, fruits, vegetables, milk, bread

LANGUAGE

Level	Item	Materials Needed
I	1	rattle
II		none
III	2	doll
IV	1	hat
IV	4	action picture

Level	Item	Materials Needed
IV	5	flashcard depicting opposites
V		none

SOCIALIZATION

Level	Item	Materials Needed
I	3	piece of paper with circular cut-out in the center
II	3	doll or stuffed animal
III		none
IV		none
V		none

REPORT BASED ITEMS IN SEQUENTIAL ORDER

MOTOR DEVELOPMENT

Level I: None

Level II: None

Level III: None

Level IV: None

Level V: None

SELF-HELP/INDEPENDENT LIVING

Level I

Item 4: Acknowledging running nose
- 4. Independently
- 3. When requested
- 0. No

Item 5: Maintaining dry pants/diapers
- 4. Independently
- 0. No

Level II

Item 5: Having bowel control
- 4. Independently
- 0. No

Level III

Item 5: Verbalizing toilet needs
- 4. Independently
- 0. No

Level IV

Item 2: Getting a drink unassisted
- 4. Independently
- 3. When requested
- 0. No

Item 4: Taking bath
- 4. Independently
- 3. When requested
- 2. With assistance
- 0. No

Item 5: Using bathroom without assistance
- 4. Independently
- 3. When requested
- 0. No

Level V

Item 5: Asking for location of bathroom in unfamiliar environment
4. Independently
3. When requested
0. No

ACADEMIC/COGNITIVE

Level I

Item 4: Playing pat-a-cake
4. Independently
3. When requested
0. No

Item 5: Responding to "no-no"
4. Independently
0. No

Level II

Item 2: Responding to own name in group situation
4. Independently
0. No

Level III

Item 3: Recognizing self in snap shots
4. Independently
0. No

Item 4: Listening to music
4. Independently
3. When requested
0. No

Level IV: None

Level V: None

LANGUAGE

Level I

Item 3: Babbling
4. Independently
0. No

Level II

Item 5: Asking for wants by naming object
4. Independently
0. No

Level III

Item 3: Asking for food when hungry
4. Independently
0. No

Item 5: Using three-word sentences
4. Independently
0. No

Level IV: None

Level V: None

SOCIALIZATION

Level I

Item 5: Reaching for familiar persons
4. Independently
0. No

Level II

Item 1: Playing with other children
4. Independently
0. No

Item 2: Demanding personal attention
4. Independently
0. No

Item 4: Responding to affection
4. Independently
0. No

Item 5: Initiating own play activities
4. Independently
0. No

Level III

Item 1: Playing simple group games
4. Independently
3. When requested
0. No

Item 2: Listening to stories
4. Independently
3. When requested
0. No

Item 3: Helping to put things away
4. Independently
3. When requested
2. With assistance
0. No

Item 4: Helping with adult activities
4. Independently
3. When requested
2. With assistance
0. No

Item 5: Understanding the need to take turns
4. Independently
3. When requested
0. No

Level IV

Item 1: Playing competitive exercise games
4. Independently
3. When requested
0. No

Item 2: Showing affection for younger siblings or playmates
4. Independently
0. No

Item 3: Performing for others
4. Independently
3. When requested
0. No

Item 4: Going on errands outside the house
4. Independently
3. When requested
0. No

Item 5: Understanding sharing
4. Independently
0. No

Level V

Item 1: Playing simple table games
4. Independently
3. When requested
2. With assistance
0. No

Item 2: Choosing own friends
4. Independently
0. No

Item 3: Getting along well in small groups
4. Independently
0. No

Item 4: Exploring the neighborhood
4. Independently
0. No

Item 5: Understanding the need for fair play
4. Independently
0. No

Recommended Guidelines for the Administration of Report-Based Items

The report-based items are listed on the following pages in sequential order. Before beginning with the actual observation, it is recommended that the observer arrange with the staff member/parent a]5-minute interview at the end of the assessment process. During that time all report-based items can be assessed and scored.

The report-based items are identified by asterisks adjacent to the item. The scoring key for each interview item is listed below the respective item equating the appropriate score with the corresponding level of response. All items are placed in sequence according to subscale level and number.

POST-EN[illegible] MONITORING INSTRUMENT

Answer Sheet for the Paper and Pencil Items

Name:_____ Observer:_____

Date:_____

Motor Development Level IV, Item 5

Copying a circle

Motor Development Level V, Item 5

Drawing a man

Self-Help/Independent Living Level IV, Item 2

3	11	9	18
+5	+4	-7	-6

Self-Help/Independent Living Level V, Item 1

Name:_____

Birthdate:_____

Age:_____

Address:_____

_____

Academic/Cognitive Level I, Item 5

Make marks on paper

Academic/Cognitive Level III, Item 5

Write your first and last name

Summary of Post-Entry Monitoring Scores

Preschool Form

Name: Observer:

Age: Date:

	Scores Observed Behaviors	Summary Score of Report-Based Items	Total	Program Entry Level
Motor Development				
Self-Help/ Independent Living				
Academic				
Language				
Socializa-tion				

Suggested Programs

Motor Development

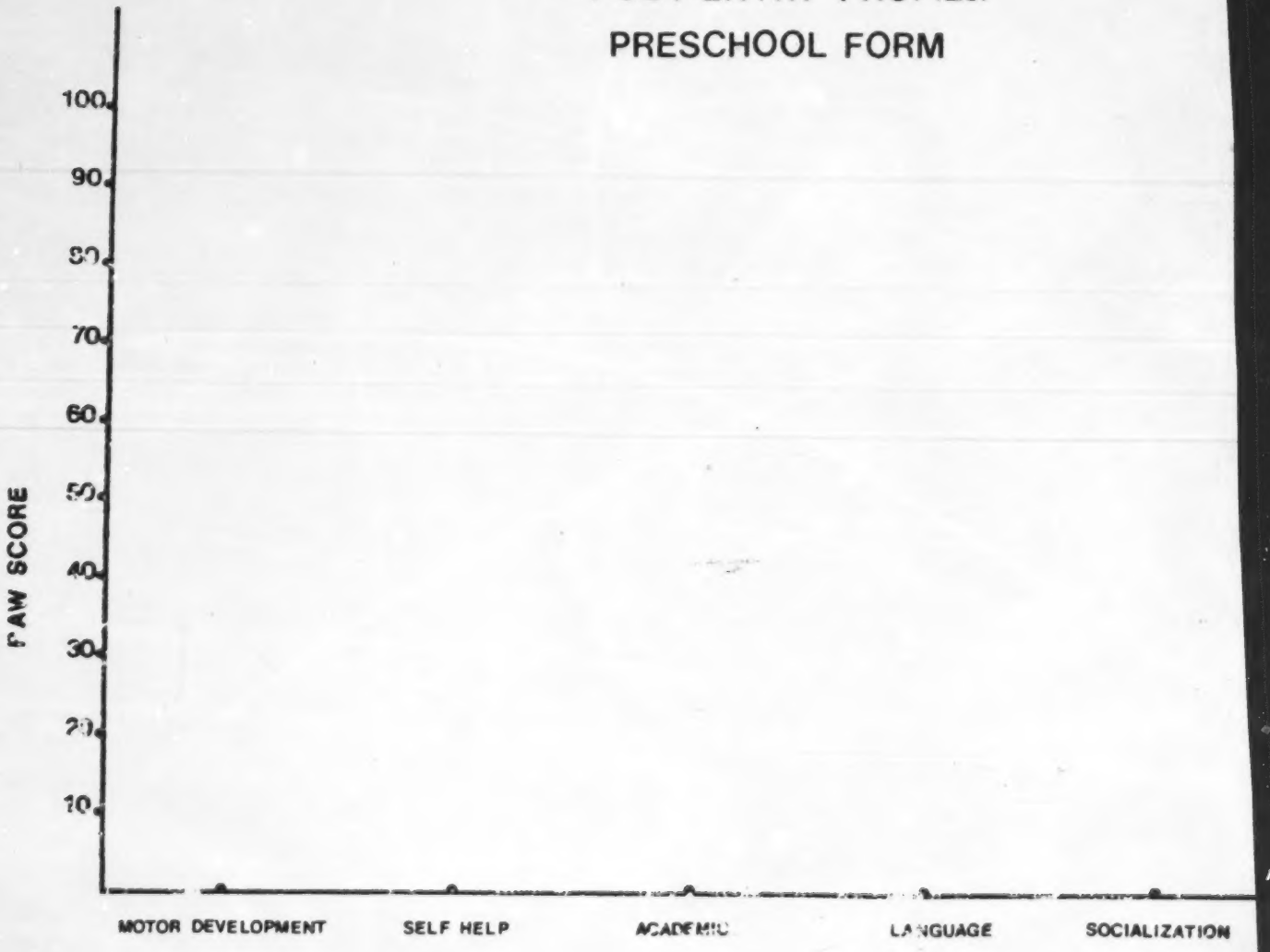
Self-Help/Independent Living

Academic

Language

Socialization

POST-ENTRY PROFILE
PRESCHOOL FORM



DEVELOPMENTAL AREA

51